SURVEY OF Planning Needs and Training Preferences of Alberta Elected Officials

LOCAL GOVERNMENT STUDIES
DEPARTMENT OF EXTENSION

Alberta

SURVEY OF PLANNING NEEDS AND TRAINING PREFERENCES OF ALBERTA ELECTED OFFICIALS

A Study Prepared for the Inter-Agency Planning Branch, Alberta Municipal Affairs, and Local Government Studies, Faculty of Extension, University of Alberta

by

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FOREWORD

In these times of fiscal restraint and slow economic growth, municipalities are finding it increasingly difficult to make ends meet. Reduced tax revenues make it inevitable that municipal services will be cut and initiatives for new programs foregone. The area of land use planning frequently comes under scrutiny in such times, as a labour intensive activity, dealing with future concerns rather than present-day realities.

As this report and its companion volume --- Survey of Alberta Chief Municipal Administrators and Municipal Development Officers --- illustrate, municipal administrators and elected officials view land use planning as an important part of their duties. While its future aspects are not dismissed, planning is seen largely as the pragmatic, daily activity of ensuring that land is subdivided in a legally proper manner; developments occur in a way which ensures harmony of uses; and the most cost-effective choices are made for services and facilities.

Not surprisingly, perhaps, municipal leaders spend a great deal of their time dealing with planning matters. More now than previously, in some cases, because the funds to hire planning consultants are no longer available. Clearly, additional pressures will fall on existing administrators and elected officials to make their own planning decisions.

This report and its companion volume present the results of a study commissioned to determine the extent to which municipal elected officials and administrators felt that they needed training assistance to strengthen their abilities in making planning decisions. The study was commissioned jointly by the Local Government Studies program at the University of Alberta, and Inter-Agency Planning Branch, Alberta Municipal Affairs. Both of these agencies have an interest in assisting municipal governments to continue to maintain their high quality of decision-making in responding to the needs of their residents.

The sponsors of this study hope that it will stimulate interest and discussion among those involved in the important job of local government. They welcome any comments or suggestions readers might like to pass along.

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OBJECTIVES OF THE STUDY

This study was conducted under the joint sponsorship of the Inter-Agency Planning Branch, Alberta Municipal Affairs, and Local Government Studies, Faculty of Extension, University of Alberta. The study was designed with the following objectives:

1. To determine the skills and functions performed by elected officials in the planning area.
2. To identify the "need" areas for further training of elected officials for more effective municipal planning.
3. To determine general training preferences of elected officials so program deliveries could be structured accordingly.
4. To identify what support exists for the enhancement of planning skills of administrative personnel (with support defined as the presence of staff development plans and financial subsidies for seminars, workshops, certificate programs, job promotion incentives and the like).
5. To provide a research data base on elected officials, particularly in the areas of planning.

Both sponsors of this study are involved, jointly and separately, in planning training programs for elected and professional municipal personnel, with the major objective being the enhancement of job effectiveness. It was with this in mind that this study was conceived.

METHODOLOGY

The Sample

One-hundred-twelve mayors, reeves and councillors[1] from 73 municipalities were interviewed in-person between the last week in June and the first week in August of 1983. These offices were from randomly selected municipalities which, in turn, were a subsample (approximately half) of a larger sample of municipalities whose Chief Administrators were also surveyed by mail at about the same time for a study with very similar objectives.

The Questionnaire

The survey instrument was designed keeping in mind the objectives outlined earlier. The section on planning functions in particular was drawn up with the assistance of the following sources:

1. A list of skills and functions of Municipal Development Officers, developed by the Inter-Agency Planning Branch.
2. Twelve councillors, mayors, Chief Administrators and Municipal Development Officers (three for each position), none of whom were in the sample, were interviewed about their tasks and the skills they thought were necessary to carry out their planning functions.
3. A previous study of the Inter-Agency Planning Branch[2] which identified "need areas" for further training.

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[1]Councillors included in the sample were those previously identified as sitting on the municipality's Regional Planning Commission.

[2]Inter-Agency Planning Branch, "Training Needs of Planners: Skills for More Effective Planning", Alberta Municipal Affairs, Edmonton, Alberta, April, 1982.

Further suggestions were made by the Inter-Agency Planning Branch and these suggestions incorporated in the final instrument.

The questionnaire had five major sections:

1. A brief section on municipality and respondent characteristics.
2. The municipality's policies on staff training and development.
3. An in-depth section on general personal training preferences of the respondents.
4. A detailed section on the municipal planning functions of the respondents, their assessment of their own as well as their administrative staff's performance.
5. A brief section on the public's participation in the planning process.

Procedure

Following the development of the survey instrument, the questionnaire was pretested on five respondents, none of whom were in the final sample. With the development of the final questionnaire, municipalities were divided geographically among the four interviewers, appointments with respondents set up, and interviewing commenced.

With the completion of interviews in August, coding was conducted, a code book set up, and key-punching conducted. Data were analyzed using the standard SPSS program (Statistical Package for the Social Sciences) on the University of Alberta's computer system.

Statistical Note. In cases where cross-tabulations were run, the Chi Square test of significance was used to determine statistical significance at the 95 % confidence level. That is, if the probability

value of a given relationship between two variables (say, administrative type and presence or absence of training policies) is equal to .05 or less, there is only one chance in 20 (or 5 times out of a hundred) that the relationship being tested is not a true relationship but is due to chance.

RESULTS

Profile of Respondents

The majority of respondents were male, between 40 and 55 years old, from villages, had some high-school education, had other full-time occupations, were making less than $5,000 annually on their elected positions, and had been in office three years or less. Table 1 summarizes the distribution of respondents by various demographic characteristics.

A majority of respondents (54%) were also from small municipalities with a population of less than 1,000. Most also belonged to three-member or seven-member councils (35% and 38%, respectively), less than one-fifth belonged to seven-member councils, while only 9% had a council size of 10 or more.

Of the 112 respondents interviewed, 66 were mayors and 46 were councillors.

General Training Policies and Preferences

Training Policies. Fifty-five respondents, or about half of those interviewed, indicated their municipalities had established staff training policies. These respondents represented 40 municipalities

with established staff training policies. Post-interviews with some respondents suggest that this figure is conservative, given that the question asked for established policies. A number of municipalities have provisions under general administrative costs to cover professional development expenses of staff, including full payment of course fees, travel and accommodations and time off with pay.

Training policies appear to vary by type of municipality, population and council size (Table 3). Perhaps because the need for staff training and development is felt most among rural districts, the greatest percentage of respondents indicating they had established policies appear to be from counties and municipal districts. Those from villages and summer villages were least likely to have established policies, although this may be a function of budget allocation procedures rather than a lack of support for training per se (that is, staff training items are included under general administrative costs).

Those respondents from mid-size municipalities with population sizes of between 1,000 and 5,000 were most likely to have established training policies, as were those belonging to larger (six-member or more) municipal councils.

Table 4 shows the items incorporated under training policies. As the table shows, payment of course fees in full, time off with pay, and provision for travel and accommodations are provided for by most municipalities in the sample. Less than one-fifth directly reward professional development through financial remuneration or promotion.

Of those respondents whose municipalities had established staff training policies, a majority (80%) indicated there were restrictions

on the type of courses the staff person could attend. Most said courses had to be directly job-related. A little over half (54%) said there were restrictions on the number of courses or workshops staff persons could attend in a year (most of these respondents were from smaller municipalities that could not afford having administrative personnel being away from their jobs too often).

About the same number (53%) said there were restrictions on the locations of training (that is, there was a preference for travel being restricted within the province).

General Training Preferences. Respondent mayors and councillors were asked about their general training preferences. As Tables 5 and 6 show, the majority of respondents preferred:

- o short seminars or workshops of one to three days duration
- o weekday evenings for courses on local government
- o the winter season for taking these courses

A majority (83%) said they did not live close to a post-secondary education centre, although 56% had a postsecondary education centre that was less than 40 miles away and one-third said one was available that was between 40 to 80 miles away. Asked how far they would be willing to travel to take local government courses, only 9% said they would be unable to travel; one-fifth (21%) said they would be willing to travel up to 20 miles while a majority (56%) said they would be willing to travel up to 60 miles.

It should be noted that there are likely some demand characteristics inherent in the question on the distance the respondent was

willing to travel. Given such a question, the likelihood of saying one is unwilling to travel for continuing education is probably lower, so these particular results have to be viewed with some caution, especially given the fact that in terms of training preferences, a majority had indicated they preferred one to three-day workshops and that for most respondents, a major barrier to further training was lack of time.

For over four-fifths of respondents, cost for further training would be borne by "the employer," in this case, presumably the municipality. The great majority (82%) said their "employer" would pay, about one-third (32%) said they themselves would pay, while only about 2% cited some other source. Even if circumstances were right and courses of interest were offered, less than half of the elected officials interviewed (44%) were interested in a program of courses leading to a certificate while less than one-fourth (23%) were interested in a program of courses leading to a college diploma. Only 17% were interested in a program resulting in a university degree. The majority, 74%, were mainly interested in courses or workshops which did not lead to a certificate.

Table 7 shows the choice of post-secondary institution they would most likely attend were they to take courses in local government. The institutions mentioned by the most number were Red Deer College, University of Alberta, and Lakeland College.

Asked whether they had completed or were currently enrolled in the University of Alberta Local Government Certificate Program, only two respondents answered in the affirmative. About half (49%) said

they had no plans of doing so and 45% said "no, but I would like to know more." Four respondents said they had plans of enrolling in the program.

Two fifths of the respondents had not attended any professional development workshops or courses in the past year. About the same number (39%) had attended one to two in the past year while one-fifth said they had attended three or more.

Motivations and Barriers. What are the motivations for and inhibitors to further training or professional development? As Table 8 shows, elected officials obtain further training primarily to increase job effectiveness. This is true for 83% of the respondents. "Satisfy a personal need" was the second most frequently cited as being important (50%). About one-third considered development of a better self-image as being important to very important and about the same number also ranked improved status in the community just as highly.

While the motivation to take courses in local government to increase job effectiveness ranks high in importance for the majority of respondents, the major barrier to training for 70% of respondents (Table 9) appears to be lack of time. For 63% of the respondents, courses were considered to be irrelevant to their needs. About the same number cited logistical problems such as scheduling and timing of training as well as location. Over half (55%) also mentioned not having enough information on available training. Other reasons cited by at least one-third of the respondents included home responsibilities (41%), lack of replacement or back-up personnel (39%) and the time required to complete a program (37%).

Relationship with Chief Municipal Administrator

Elected officials and the professional administrative staff are supposed to play complementary roles within the structure of municipal government. However, some problems may emerge in the administration of local government affairs when there is conflict between the professional staff and council members. The nature of these problems or the quality of the relationship between both parties could certainly indicate further need areas for training, covering such topics as conflict management for instance. Respondents were thus asked to evaluate the quality of their relationship with the chief municipal administrator and to indicate the most difficult problem they perceived in this relationship.

Two-thirds of all respondents indicated they had an "excellent" relationship with their chief municipal administrator, while 30% said they had a "good" relationship. Despite these rather positive evaluations, more than half of the respondents were able to cite weaknesses in their municipal administrator, ranging from lack of administrative skills to poor public relations.

Close to half of the respondents (48%) said they saw no problem. Among those respondents who mentioned a problem, lack of administrative skills was most frequently mentioned (29%). Respondents in larger municipalities complained of "no management skills" while those in small municipalities were more likely to mention poor clerical skills. Over one-fifth (23%) of the respondents cited problems with the job itself in terms of how it was defined or the fact that it was too demanding and that the chief municipal administrator often did the

job of two people. Over one-fifth (22%) said their chief administrator had poor communications or public relations skills, while 18% suggested the problem was lack of experience. Only 8% mentioned influence or authority problems, or problems relating to the chief municipal administrator acting independently of council or overstepping his or her bounds by attempting to make policy.

Planning: Functions and Training Need Areas

Respondents were provided a detailed list of planning functions and functional areas and asked to indicate (a) whether they performed the function primarily by themselves; (b) how they would rate their own performance; and (c) how they would rate their staff's performance. Table 10 shows the breakdown for each category for the entire list of functions provided respondents. Ratings for "poor" and "fair" categories were combined into a single summary percentage and the percentages based on a total which included those for whom the item did not apply.

Because of the length and complexity of the list, a shorter summary of the results was compiled based on items that were rated by at least 30 respondents and which received a "poor" to "fair" rating from at least 30%. This summary, presented in Tables 11 and 12 shows four major "need" areas for administrative staff, as perceived by council, and the same number for elected officials. Elected officials saw their administrative staff as being weak in the areas of public communications (including such functions as making presentations to and advising council on planning matters, conducting meetings or presenting the municipality's position before the Alberta Planning Board);

development operations (from evaluating subdivision proposals to supervising developer operations and enforcing development agreements); research (conducting research as well as understanding research data); and specialized planning areas.

Councillors and mayors saw themselves as being weak in the areas of public communications (from making presentations to their fellow council members to holding public meetings or hearings); development operations (from negotiating development agreements to enforcing them); planning (from understanding and interpreting the Planning Act to interacting with government agencies on planning matters); research; and management; (particularly hiring and supervising administrative staff).

On the basis of their own evaluations of their skills, there appears to be problem areas for mayors and councillors in almost every stage of the planning process, from understanding and interpreting the Planning Act, to the preparation of General Municipal Plans, to drafting land-use bylaws and development agreements to enforcing these bylaws and agreements. Over half were not very familiar with government agencies involved in the planning process, and close to the same number did not give themselves a good rating on such tasks as making presentations to their fellow council members or municipal planning committees.

In specific planning areas, over half gave themselves poor to fair ratings in commercial land use development (53%), agricultural land use development (65%) and hazardous waste disposal (55%).

If there is a bias in these respondent ratings, such a bias would most likely be in the direction of more positive ratings. Thus, the figures representing "poor" to "fair" ratings more likely than not are conservative estimates of need areas.

Time Spent on Planning. As Table 13 shows, almost three-quarters of the elected officials interviewed spent one-fourth of their time on planning functions while less than one-fourth said half of their time as mayor or councillor was spent on planning.

Preferred Training Format. A large majority (70%) of the respondents indicated a preference for short workshops or seminars if further training was appropriate; only 15% wanted structured courses and the same number chose "individual study through information kits or manuals."

Evaluation of RPC. Respondents were asked how much assistance they received from their Regional Planning Commissions and to rate the quality of this assistance. As Table 14 shows, close to half said they did not get much assistance: about 47% rated the amount of assistance they received between 1 and 3 on a five point scale (where 1 was "hardly any") while 53% rated the amount they got between 4 and 5. More respondents, however, gave higher ratings to the quality of assistance they received; that is, about three-fifths rated the quality of assistance they received between 4 and 5 (good to excellent) while two-fifths gave the assistance received a rating of 1 to 3.

There was a significant difference in the amount of assistance perceived when the respondent's adminstrative unit was taken into account. Table 15 shows that respondents from cities and towns (close to three-fourths) were most likely to say they received a lot of assistance from their Regional Planning Commissions compared to half of the respondents from counties and municipal districts and over half (52%) of those from villages and summer villages. Quality ratings did not differ significantly by administrative type although, again, a similar pattern is observed. Highest quality ratings were given by those from cities and towns (70% gave ratings of 4 and 5) followed by 64% from rural areas giving similar ratings and 54% from villages.

Post-interviews with some respondents suggest that while these respondents were happy with the expertise they could rely on, many from smaller municipalities felt that many of the decisions by their Regional Planning Council were not particularly responsive to their needs. Many expressed a desire for greater autonomy in the planning process, although, as the areas of weakness suggest, there would also be an even greater need for training in the planning area were these municipalities to do more of their own planning functions.

Table 16 shows the amount and quality of assistance ratings by Regional Planning Commission. Because of the large number of categories resulting in very small numbers in each cell, these figures are to be taken as merely suggestive rather than truly representative of the larger population of mayors and councillors.

SUMMARY OF FINDINGS

One-hundred-twelve mayors, reeves and councillors (66 mayors and reeves and 46 councillors) were personally interviewed for this study, between the end of June through the first week of August, 1983. The objectives of this study included the identification of training policies and practices of municipalities in Alberta for administrative staff and elected officials; the determination of general training preferences of elected officials; and the identification of specific training needs in the planning area.

Training Policies

Fifty-five respondents from 44 municipalities (or three-fifths of the municipalities represented in the sample) said their municipalities had established training policies. Many other municipalities had no established policies but provided for similar privileges as those listed below. These policies included:

- payment of course fees in full
- payment for travel expenses and accommodation
- time off with pay for short-term workshops or seminars

Restrictions on these courses included the stipulation that these courses be directly work-related and that they be within the province.

Training Preferences

The great majority of mayors, reeves and councillors interviewed indicated their own expenses incurred for training would be borne by their municipalities. The major findings with regard to these elected officials' own training needs include the following:

- o Elected officials are not interested in certificate or diploma programs but prefer short-term workshops or seminars.
- o They would travel up to 60 miles to avail themselves of further training in local government.
- o Their primary motivation for further training was to increase their job effectiveness.
- o Most important factors that hinder them from taking further training in local government areas included lack of time, logistical problems such as scheduling and location, and the lack of relevance of many offerings to their needs.

Planning

Following is a list of the planning functions performed primarily by at least one-third of the elected officials surveyed:

1. Public communications
   (a) Deal with public enquiries and complaints
   (b) Hold public meetings, hearings
   (c) Make presentations to council
2. Planning
   (a) Development Operations
      (1) Evaluate subdivision proposals
      (2) Draft/negotiate development agreements
      (3) Supervise developer operations
      (4) Enforce development agreements
      (5) Understand, interpret building codes
      (6) Draft land-use bylaws

(7) Enforce land-use bylaws

(8) Assess development, off-site levies

(b) Research

(1) Evaluate consultants' proposals

(2) Understand, evaluate research data

(c) Planning

(1) Know and interact with government agencies involved in planning

(2) Draft/amend land-use bylaws

(3) Enforce land-use bylaws

(4) Understand/interpret building codes

(5) Prepare General Municipal Plans

(d) Planning Areas

(1) Transportation planning

(2) Recreation planning

(3) Agricultural land-use development

(4) Residential land-use development

(5) Commercial land-use development

(6) Sanitation

(7) Housing

(8) Hazardous waste disposal

(e) Management

(1) Hiring, supervising support staff.

With the exception of the planning area of Housing, virtually all the above items were given a performance appraisal rating of "poor" to "fair" by at least one-third of the respondents who indicated they

performed the function. Thus, the above areas also summarize the "need" areas for further training for elected officials.

Three-quarters of the respondents spent about one-fourth of their time or less on planning per se. While just slightly over half the respondents said they got a lot of assistance from their regional planning commissions, more respondents (three-fifths) rated the quality of this assistance good to excellent.

Clearly, a need for further training exists among elected officials, particularly if more and more planning functions are to be assumed by local municipalities. Financial support for such training already exists. Program structures and delivery have to be carefully designed, however, to make these programs more accessible to elected officials as well as more responsive to their needs.

CONCLUSIONS

The results clearly suggest that a need for further training to increase job effectiveness exists among elected officials. These training needs are especially felt in various phases of planning from communicating with diverse audiences (other council members, the public) to dealing with developers and development operations, land-use planning, as well as more specialized planning areas from transportation to recreation.

Support does exist for training of both elected as well as administrative officials. Many municipalities include such training costs in their budget, either in the form of support for established training policies or as general administrative costs.

The delivery of these programs, however, will have to take into account two important findings: First, elected officials are not interested in certificate or diploma programs but prefer short-term topic-specific workshops or seminars. Second, the motivation to take these workshops or seminars may not be as high as would be desirable. There are few incentives to do these workshops (e.g., no pay increases) except for personal ones (either to increase job effectiveness or to satisfy a personal need). Furthermore, these elected officials are for the most part engaged in other full-time occupations. Not surprisingly, many point to such factors as lack of time, home responsibilities, and location of workshops as barriers to further training.

It appears that the structure and modes of delivery of programs aimed at elected officials should be carefully designed with findings from this study kept in mind. Perhaps short-term workshops in various

regions around the province might help overcome the access problem. On top of this, however, these programs (a) should be widely advertised as many respondents complained of lack of information on available training; (b) the value of these workshops to their effectiveness should be played up and (c) the content of these workshops should be geared directly to the problem areas pinpointed by this study.

Table 1

RESPONDENT PROFILE, BY SELECTED DEMOGRAPHIC CHARACTERISTICS

	n	%
A. Age		
Under 40	27	25%
40 - 55	43	40
56 +	37	35
B. Education		
Some High School or less	41	38%
High School Grad - Some College	33	31
Technical Diploma	14	13
College Grad or more	20	18
C. Sex		
Male	95	86%
Female	15	14
D. Years in Office		
Three or less	49	44
4 - 9 years	43	39
10 years +	19	17
E. Other Languages Spoken		
Yes	39	36%
No	69	64
F. Income from Elected Position		
Less than $5,000	84	77%
$5,000 to $10,000	11	10
More than $10,000	14	13

Table 2

DISTRIBUTION OF RESPONDENTS, BY MUNICIPALITY CHARACTERISTICS

	N	%
Population		
Less than 1,000	60	54%
1,000 to 4,999	36	32
5,000 +	16	14
Administrative Unit		
County	10	9%
Municipal District	4	4
City	3	3
Town	40	36
Village	44	40
Summer Village	10	9
Council Size		
Three	39	35
Five	20	18
Seven	43	38
Nine or more	10	9

Table 3

TRAINING POLICIES, BY ADMINISTRATIVE TYPE, POPULATION AND COUNCIL SIZE

(Percent Indicating "Yes")

	n	%
Administrative Type*		
Counties/Mun. Districts	10	71%
Cities/Towns	28	67
Villages/Summer Villages	17	31
Population*		
Less than 1,000	21	35
1,000 - 4,999	26	72
5,000 +	9	56
Council Size*		
Five or less	19	32
Six or more	37	70

NOTE: Respondents were asked whether their municipalities had established training policies (yes or no). The percentages on this table represent those indicating "yes" only (for example, not shown are the 33% saying "no" from cities and towns).

* $p < .05$ (Chi-Square test)

Table 4

ITEMS INCORPORATED IN STAFF TRAINING POLICIES

(Percent responding "yes" to item)

		n	%
(1)	Payment for course fees in full	52	91
(2)	Partial payment of course fees	4	16
(3)	Provision for time off with pay for attendance at courses/workshops	53	93
(4)	Provision for travel/accommodation	55	98
(5)	Financial recognition (e.g., salary increase)	10	18
(6)	Other	1	2

NOTE: Total number responding to items (1), (3) through (6) was 56.
Total for item (2) was 24.

Table 5

PREFERENCES FOR TRAINING MODES

	n	%
Attend short course of 1 - 3 days	78	70
Attend week-end seminar or workshop	73	65
Take course using television while linked to instructor by phone	47	42
Attend midweek seminar or workshop	38	34
Take courses in college or university	34	30
Take correspondence course	31	28
Attend weekly classes in community centre	30	27

Base for each item: 112

Table 6

PREFERENCES FOR TRAINING SCHEDULES

	n	%
Seasons		
Fall (Sept - Dec)	52	47
Winter (Jan - Apr)	85	76
Spring (May - Jun)	24	21
Summer (Jul - Aug)	15	13
Day of Week		
Monday	47	43
Tuesday	43	39
Wednesday	54	49
Thursday	42	37
Friday	27	24
Saturday	14	13
Sunday	14	13
Time of Day		
A.M.	51	45
P.M.	52	46
Evening	85	77

Table 7

CHOICE OF POST-SECONDARY INSTITUTION TO MOST LIKELY ATTEND

	N	%
University of Calgary	4	4
University of Alberta	13	12
University of Lethbridge	6	6
Athabasca University	4	4
Red Deer College	16	15
Grande Prairie Regional College	6	6
Olds College	1	1
Grant MacEwan Community College	3	3
Medicine Hat College	5	5
Lakeland College	14	13
Lethbridge Community College	4	4
Mount Royal College	2	2
Keyano College	-	-
Fairview College	3	3
N.A.I.T. (Northern Alberta Institute of Technology)	5	5
S.A.I.T. (Southern Alberta Institute of Technology)	1	1
Adult Education Centre in Drumheller	3	3
Adult Education Centre in Blairmore	2	2
Adult Education Centre in Drayton Valley	-	-
Adult Education Centre in Peace River	2	2
Adult Education Centre in Hinton	-	-
Other Central Location	2	2

Base: 112

Table 8

REASONS FOR TAKING COURSES/WORKSHOPS IN LOCAL GOVERNMENT

(Percent citing reason as "Important" to "Very Important")

	n	%	$\bar{X}$
Increase job effectiveness	93	83	4.3
Satisfy a personal need	66	59	3.6
Develop a better self-image	41	37	3.0
Improve status in community	39	35	2.7
Lead to career advancement	26	23	2.1
Lead to certificate or diploma	15	13	1.8
Lead to university degree	12	11	1.6
Provide a pay increase	5	4	1.5

Respondents were provided a scale of 1 to 5 and were instructed to circle 1 if reason was "not important," and 5 if reason was "very important." Mean scores are thus based on scale of 1 to 5, in order of increasing importance.

Table 9

BARRIERS TO TRAINING

	N	%
Not enough time	78	70 */**
Courses not relevant to my needs	70	63 *
Scheduling, timing of training	69	62
Courses not offered in right location (too far)	67	60 *
Lack of information on available training	60	55 **
Home responsibilities	46	41 **
Lack of replacement, back-up personnel	43	39
Time required to complete program	41	37
Transportation difficulties, inconveniences	28	25
Courses won't lead to advancement, promotion	24	22
Lack of personal interest	22	20
Strict attendance requirements	21	19
Don't meet requirements to begin program	18	16
Employer, supervisor does not encourage me to take courses	15	14
Lack of council approval	15	13
Cost (books, tuition, child care)	12	11
Not enough energy, too tired	9	8
Unwillingness to deal with university	8	7

*/** Respondents were asked which two were the most important in hindering them from taking courses in local goverment. * represents item mentioned first and ** represents item mentioned second, with inclusion based on items receiving most number of first and second mentions.

Table 10

SUMMARY OF PLANNING FUNCTIONS, QUALITY OF ELECTED OFFICIALS' AND STAFF'S PERFORMANCE

	Do you perform this function? (% saying yes)		Quality of your performance*			Quality of your staff's performance*		
	n	%	Poor-Fair	Good	NA	Poor-Fair	Good	NA
Functions								
• Deal with public enquiries/ complaints	79	71	25	48	27	5	25	70
• Hold public meetings/hearings	89	80	32	47	19	6	13	81
Prepare brochures, newspaper stories, or other public information materials	14	13	5	8	87	24	60	15
Prepare public/legal notices	10	9	2	7	91	12	77	11
• Evaluate subdivision proposals	67	63	31	31	37	15	21	64
• Draft and/or negotiate development agreements	44	40	18	22	60	16	43	41
Prepare development permits	16	15	5	12	84	20	64	17
Supervise developer operations	28	26	16	10	73	25	46	29
• Enforce development agreements	35	32	14	18	69	27	39	34
• Make presentations to council, municipal planning committees	56	52	26	27	47	17	29	54
• Advise council on planning matters	58	55	25	31	44	15	29	56
• Know government agencies involved in planning process	74	69	35	33	32	9	22	69
• Interact with government agencies involved in planning	62	57	26	31	43	15	25	60
• Understand and interpret Planning Act	68	63	45	20	35	8	28	64
• Draft/amend land-use by-laws	57	54	25	30	44	15	28	57

Table 10 (continued)

SUMMARY OF PLANNING FUNCTIONS, QUALITY OF ELECTED OFFICIALS' AND STAFF'S PERFORMANCE

	Do you perform this function? (% saying yes)		Quality of your performance*			Quality of your staff's performance*		
	n	%	Poor-Fair	Good	NA	Poor-Fair	Good	NA
Functions								
. Understand, interpret building codes	32	30	13	17	69	31	38	31
. Enforce Land-Use By-Laws	43	39	19	23	58	22	35	43
Assess development, off-site levies	28	29	14	16	71	34	36	30
. Understand, evaluate research data	30	32	23	11	66	40	24	36
. Conduct research (e.g. feasibility of annexation)	31	34	19	16	65	30	32	38
. Evaluate consultants' proposals	68	68	35	34	30	9	16	75
. Prepare/assist in preparation of general municipal plans	67	64	28	36	36	17	19	64
. Conduct staff meetings	37	37	15	20	64	23	40	37
. Hire or supervise support staff	53	50	21	30	49	16	31	52
Maintain records, conduct correspondence	9	8	5	4	91	16	75	10
Prepare municipal position on appeals	14	14	7	7	86	23	59	18
Present municipal position before APB	24	25	15	10	75	29	46	25
Prepare/assist in preparing utility and transportation documents	16	16	12	5	83	24	60	16
Areas								
. Transportation planning	48	49	25	27	47	18	28	54
Natural resources management	14	17	12	7	79	41	32	27
. Recreation planning	58	55	24	34	41	18	26	57

Table 10 (continued)

SUMMARY OF PLANNING FUNCTIONS, QUALITY OF ELECTED OFFICIALS'

AND STAFF'S PERFORMANCE

	Do you perform this function? (% saying yes)		Quality of your performance*			Quality of your staff's performance*		
	n	%	Poor-Fair	Good	NA	Poor-Fair	Good	NA
Areas								
• Agricultural land use development	34	39	24	13	63	21	29	51
• Residential land use development	70	65	31	35	35	12	21	66
• Commercial land use development	58	56	30	27	43	17	25	58
• Sanitation	69	66	23	44	33	13	20	66
• Housing	44	46	19	29	52	22	28	50
• Hazardous waste disposal	34	38	21	17	62	21	29	49

* Base: 112

• Functions performed by at least 30 respondents.

Table 11

AREAS FOR FURTHER TRAINING FOR ADMINISTRATIVE STAFF

	Ratings of Staff		Total
	Poor/Fair	Good	N
Public Communications			
Make presentations to council	37%	63%	48
Conduct staff meetings	37	63	60
Advise council on planning matters	35	65	46
Present municipal position before APB	38	62	68
Dealing with Development Operations			
Evaluate subdivision proposals	42	58	38
Supervise developer operations	36	64	73
Enforce development agreements	40	60	69
Understand, interpret building codes	45	55	71
Draft land-use bylaws	36	64	45
Enforce land-use bylaws	39	61	61
Assess development, off-site levies	48	52	62
Research			
Understand, evaluate research data	63	37	56
Conduct research (e.g., feasibility of annexation)	48	52	50
Planning			
Interact w/gov't agencies involved in planning	37	63	43
Prepare General Municipal Plans	46	54	37
Planning Areas			
Transportation planning	39	61	44
Natural resources management	55	45	54
Agricultural land-use development	42	58	38
Residential land-use development	37	63	35
Commercial land-use development	40	60	42
Housing	44	56	45
Recreation planning	40	60	47
Sanitation	41	59	34
Hazardous waste disposal	41	59	34
Management			
Hire, supervise staff	34	66	50

NOTE: Items included in this table fulfilled two criteria: (a) there must have been at least 30 respondents who provided a rating and (b) the item must have received a poor to fair rating from at least a third of those in (a).

Table 12

AREAS FOR FURTHER TRAINING FOR ELECTED OFFICIALS

(OWN PERFORMANCE RATINGS)

	Ratings		Total
	Poor/Fair	Good	N
Public Communications			
Deal with public enquiries/complaints	34%	65%	81
Hold public meetings, hearings	40	57	88
Make presentations to council, municipal planning committees	49	51	57
Advise council on planning matters	45	55	58
Development Operations			
Evaluate subdivision proposals	51	49	67
Draft, negotiate development agreements	44	56	44
Enforce development agreements	44	56	34
Draft/amend land-use bylaws	46	54	61
Enforce land-use bylaws	46	54	34
Understand, interpret building codes	44	56	32
Planning			
Known gov't agencies involved in planning	52	48	73
Interact w/gov't agencies involved in planning	46	54	61
Understand and interpret Planning Act	69	31	71
Prepare/assist in preparing Gen. Mun. Plans	44	56	66
Planning Areas			
Transportation planning	48	52	50
Residential land use development	47	53	70
Commercial land use development	53	47	58
Recreation planning	42	58	62
Agriculture land use development	65	35	31
Sanitation	41	59	59
Hazardous waste disposal	55	45	33
Research			
Understand, evaluate research data	68	32	31
Evaluate consultants' proposals	51	49	69
Management			
Hire, supervise support staff	41	59	53

NOTE: Items included in this table must have fulfilled two criteria: (a) there must have been at least 30 respondents who provided a rating and (b) the item must have received a poor to fair rating from at least a third of those in (a).

Table 13

TIME SPENT ON PLANNING AND PREFERRED TRAINING FORMAT

	N	%
Time Spent		
Less than 25% of the time	19	18*
About 25% of the time	57	54
About 50% of the time	25	24
75% of the time or more	5	4
Preferred Training Format		
Structured courses	15	15*
Short-term seminars/workshops	74	71
Individual study through kits, manuals	15	15

*Rounded off

Table 14

EVALUATION OF REGIONAL PLANNING COMMISSION

	n	%
Amount of Assistance*		
A Little (1 - 2)	20	19
Some (3)	26	24
A Lot (4 - 5)	62	57
Quality of Assistance**		
Poor to Fair (1 - 2)	15	14
Average (3)	27	25
Good to Excellent (4 - 5)	66	61

*Rating scale: 1 to 5 where 1 was "Hardly Any", 5 was "A Lot".

**Rating scale: 1 to 5 where 1 was "Poor" and 5 was "Excellent".

Table 15

AMOUNT AND QUALITY OF ASSISTANCE FROM RPC, BY ADMINISTRATIVE UNIT

	Rural	Urban	
	Counties/ M.D.s	Cities/ Towns	Villages/ Summer Vill.
Amount*			
A Little (1, 2)	2 (14%)	3 (7%)	15 (29%)
Some (3)	5 (36%)	8 (20%)	12 (23%)
Quality			
Poor to Fair (1, 2)	3 (21%)	3 (7%)	8 (15%)
Average (3)	2 (14%)	9 (22%)	16 (31%)
Good to Excellent (4, 5)	9 (64%)	28 (70%)	28 (54%)

* $p < .05$ (Chi-Square)

Table 16

AMOUNT, QUALITY OF ASSISTANCE, BY REGIONAL PLANNING COMMISSION

	Edmon	Calg	Bat. Riv	Old Man	Pallis	Macken	S. Pea	Rd Deer	S.E.	Yell. Hd
Amount										
1 - 3	6 (46%)	1 (25)	7 (39)	2 (15)	2 (33)	2 (50)	3 (33)	9 (53)	1 (20)	3 (75)
4 - 5	7 (54%)	3 (75)	11 (61)	11 (85)	4 (67)	3 (50)	6 (67)	8 (47)	4 (80)	1 (25)
Quality										
1 - 3	7 (54%)	2 (50)	8 (45)	1 (8)	0 (0)	3 (50)	2 (22)	8 (47)	2 (40)	2 (50)
4 - 5	6 (46%)	1 (50)	10 (55)	12 (92)	6 (100)	3 (50)	7 (78)	9 (53)	3 (60)	2 (50)

APPENDIX

1. Let's begin with a few questions on your municipality. What type of municipality is this?

County.....(1)

City.....(2)

Municipal District.....(3)

Town.....(4)

Village.....(5)

Summer Village.....(6)

Special Area.....(7)

Improvement District.....(8)

2. What is the population size of municipality? _____

3. What is the size of your council including the reeve or mayor?

_____

4. Do you have ward or at-large elections in your municipality?

Ward.....(1)

At-large.....(2)

5. How many standing committees does the council have? _____

6. What is the official job title of your chief administrative officer?

City Manager.....(1)

Town Manager.....(2)

Secretary-Treasurery.....(3)

Municipal Secretary.....(4)

Municipal Treasurer.....(5)

County Manager/Commissioner..(6)

Other _____ (7)

7. Now I'd like to ask you a few questions about training and development policies of your municipality for administrative personnel. Does your municipality have established policies concerning training and development of personnel?

Yes.....(1)

No.....(2)
(TO QUESTION #12)

8. (SHOW CARD A) Here are some items which are sometimes incorporated in staff training policies. Can you tell me which ones are included in your municipality's policies?

	YES	NO
Payment for course fees in full.....	(1)	(2)
Partial payment of course fees.....	(1)	(2)
Provision for time off with pay for attendance at courses/workshops.....	(1)	(2)
Provision for travel/accommodation.....	(1)	(2)
Financial recognition (e.g. salary increase) for successful completion.....	(1)	(2)
Other _____	(1)	(2)

9. Can you tell me what types of restrictions exist on staff development and training courses? Are there restrictions on the

	YES	NO
Type of courses they may attend?	(1)	(2)
Number of courses or workshops they may attend in one year?	(1)	(2)
Location of workshops? (for example, can they attend if outside the province?).....	(1)	(2)

Any other restrictions? _____

10. Does your municipality have an annual budget for education, training or staff development courses?

Yes.....(1)

No.....(2)

10a. How much? _____

(TO QUESTION #12)

11. Are there plans to revise this amount in the near future?

Increase amount.....(1)

Decrease amount.....(2)

Amount to remain unchanged.....(3)

Cut amount entirely.....(4)

Uncertain/Don't know.....(5)

12. For these next few questions, I'd like to have you circle the appropriate responses yourself. These are questions that deal with <u>your</u> preferences on how you yourself might want to get more information or training in the area of local government. (GIVE RESPONDENT PAGES 4 TO 9)

Section 2: General Training Preferences

12. From the following list of ways in which courses or workshops in any area of local government could be offered, which ones would you prefer should you desire to update or broaden your skills? PLEASE CIRCLE 1 OR 2 FOR EACH

	Prefer	Not Prefer
Attend weekly classes in a community centre...	1	2
Attend a weekend seminar or workshop.....	1	2
Attend a midweek seminar or workshop.....	1	2
Attend a short course of 1 to 3 days.....	1	2
Attend a short course of a week to two weeks..	1	2
Take courses in a college or university.....	1	2
Take a correspondence course.....	1	2
Take a course using television while linked to an instructor with a telephone.....	1	2
Other (Please specify) _____	1	2

13. Would you participate in courses or seminars in local government during the following seasons? CIRCLE 1 OR 2 FOR EACH.

a. Fall (September - December).....	1. Yes	2. No
b. Winter (January - April).....	1. Yes	2. No
c. Spring (May - June).....	1. Yes	2. No
d. Summer (July - August).....	1. Yes	2. No

14. Which <u>evenings</u> (if any) are most suited to your needs should you choose to take courses in local government? CIRCLE 1 OR 2 FOR EACH.

Monday.....	1. Yes	2. No	Friday.....	1. Yes	2. No
Tuesday.....	1. Yes	2. No	Saturday.....	1. Yes	2. No
Wednesday.....	1. Yes	2. No	Sunday.....	1. Yes	2. No
Thursday.....	1. Yes	2. No			

15. Would you participate in local government courses or workshops during the following hours? CIRCLE 1 OR 2 FOR EACH.

a. Morning..... 1. Yes 2. No

b. Afternoon..... 1. Yes 2. No

c. Evening..... 1. Yes 2. No

16. Do you live in a city or town that has a postsecondary education centre (adult education centre, college or university)?

1. Yes 2. No

(If yes, go to #18)

17. If you do not live in a city or town that has a postsecondary education centre, what is the distance of your residence from the nearest one? (PLEASE CIRCLE ONE RESPONSE)

Less than 20 miles..... 1

20 - 39 miles..... 2

40 - 59 miles..... 3

60 - 79 miles..... 4

80 miles or more..... 5

Not applicable..... 9

18. If courses were offered on a regular basis, how far each way would you be prepared to travel to take a course? CIRCLE ONE ITEM ONLY.

Unable to travel..... 1

Up to 10 miles..... 2

Up to 20 miles..... 3

Up to 30 miles..... 4

Up to 50 miles..... 5

More than 50 miles..... 6

19a. Which of the following reasons have made it difficult for you to take courses in the past or might prevent you from taking courses in the future? CIRCLE 1 OR 2 FOR EACH.

	Yes	No
(a) Courses are not relevant to my needs.....	1	2
(b) Courses are not offered in the right location (too far).....	1	2
(c) Scheduling, timing of training.....	1	2
(d) Strict attendance requirements.....	1	2
(e) Don't meet requirements to begin program.....	1	2
(f) Not enought time.....	1	2
(g) Home responsibilities.....	1	2
(h) Lack of replacement, back-up personnel.....	1	2
(i) Not enough energy; too tired.....	1	2
(j) Cost (books, tuition, child care).....	1	2
(k) Time required to complete program.....	1	2
(l) Transportation difficulties and inconveniences...	1	2
(m) Lack of information on available training.....	1	2
(n) Lack of personal interest.....	1	2
(o) Courses won't lead to advancement, promotion.....	1	2
(p) Employer or supervisor does not encourage me to take courses.....	1	2
(q) Lack of council approval.....	1	2
(r) Unwillingness to deal with university.....	1	2

(s) Other barriers? _____

_____

19b. Of all the above, which two are (were) the most important in hindering you from taking courses in local government?

1. _____

2. _____

20. Who pays (will pay) for courses you take for professional development? (CIRCLE 1 OR 2 FOR EACH).

	Yes	No
Employer	1	2
Myself	1	2
Scholarship or Bursary	1	2
Department of Municipal Affairs	1	2
Other (Please specify) _____	1	2

21. If the circumstances were right and courses of interest were offered, would you commit yourself to study in any of the following? CIRCLE 1 OR 2 FOR EACH.

	Yes	No
a. Courses or workshops which do not lead to a certificate	1	2
b. A program of courses leading to a certificate	1	2
c. A program of courses leading to a college diploma.	1	2
d. A program of courses leading to a university degree	1	2

22. Listed below are a number of reasons for taking courses or seminars in local government. Please indicate how important each one is to you. Circle 1 if it's not important, 5 if it's very important, and 2, 3 or 4 if it's somewhere in between. Please circle only <u>one</u> number for each response.

	Not Important				Very Important
a. Satisfy a personal need	1	2	3	4	5
b. Develop a better self image	1	2	3	4	5
c. Improve status in community	1	2	3	4	5
d. Increase job effectiveness	1	2	3	4	5
e. Provide a pay increase	1	2	3	4	5
f. Lead to career advancement	1	2	3	4	5
g. Lead to a certificate or diploma	1	2	3	4	5
h. Lead to a university degree	1	2	3	4	5
i. Required by municipality	1	2	3	4	5

23. If you were to take courses in local government in a college, university or adult education centre, which one would you most likely attend? CIRCLE ONLY ONE RESPONSE.

University of Calgary	01
University of Alberta	02
University of Lethbridge	03
Athabasca University	04
Red Deer College	05
Grande Prairie Regional College	06
Olds College	07
Grant MacEwan Community College	08
Medicine Hat College	09
Lakeland College	10
Lethbridge Community College	11
Mount Royal College	12
Keyano College	13
Fairview College	14
(N.A.I.T.) Northern Alberta Institute of Technology	15
(S.A.I.T.) Southern Alberta Institute of Technology	16
Adult Education Centre in Drumheller	17
Adult Education Centre in Blairmore	18
Adult Education Centre in Drayton Valley	19
Adult Education Centre in Peace River	20
Adult Education Centre in Hinton	21
Other central location (please specify) _____	22

24. Have you completed or are you now taking the University of Alberta certificate program in local government? PLEASE CIRCLE ONE.

    1. Completed certificate program
    2. Current student
    3. No, but I plan to
    4. No, and I have no plans
    5. No, but I would like to know more

25. How many professional development workshops, seminars or courses have you attended in this past year? (number of workshops and seminars) _____

These next few questions I'm going to show you deal with functions you may or may not perform in the area of municipal planning. (GIVE PAGES 11 THROUGH 14). The instructions are provided for each question and you may circle the appropriate response.

Section 3: Planning: Functions, Problems, and Training Preferences

26. The following is a list of skills or functions related to municipal planning. Please indicate:

- in column A, if you are performing that function primarily by yourself
- in column B, how would you rate your performance if you perform that function primarily by yourself
- in column C, how would you rate your staff's performance, if it is a delegated responsibility

Please circle the appropriate response.

	A Do you perform this function?		B Quality of your performance			C Quality of your staff's performance?		
	Yes	No	Poor	Fair	Good	Poor	Fair	Good
Functions:								
Deal with public enquiries/complaints	1	2	1	2	3	1	2	3
Hold public meetings/hearings	1	2	1	2	3	1	2	3
Prepare brochures, newspaper stories, or other public information materials	1	2	1	2	3	1	2	3
Prepare public/legal notices	1	2	1	2	3	1	2	3
Evaluate subdivision proposals	1	2	1	2	3	1	2	3
Draft and/or negotiate development agreements	1	2	1	2	3	1	2	3

	A Do you perform this function?		B Quality of your performance			C Quality of your staff's performance?		
Functions:	Yes	No	Poor	Fair	Good	Poor	Fair	Good
Prepare development permits	1	2	1	2	3	1	2	3
Supervise developer operations	1	2	1	2	3	1	2	3
Enforce development agreements	1	2	1	2	3	1	2	3
Make presentations to council, municipal planning committees	1	2	1	2	3	1	2	3
Advise council on planning matters	1	2	1	2	3	1	2	3
Know government agencies involved in planning process	1	2	1	2	3	1	2	3
Interact with government agencies involved in planning	1	2	1	2	3	1	2	3
Understand and interpret Planning Act	1	2	1	2	3	1	2	3
Draft/amend land-use by-laws	1	2	1	2	3	1	2	3
Understand, interpret building codes	1	2	1	2	3	1	2	3
Enforce Land-Use By-Laws	1	2	1	2	3	1	2	3
Assess development, off-site levies	1	2	1	2	3	1	2	3
Understand, evaluate research data	1	2	1	2	3	1	2	3
Conduct research (e.g. feasibility of annexation)	1	2	1	2	3	1	2	3
Evaluate consultants' proposals	1	2	1	2	3	1	2	3
Prepare/assist in preparation of general municipal plans	1	2	1	2	3	1	2	3
Conduct staff meetings	1	2	1	2	3	1	2	3

Functions:	A Do you perform this function? Yes	A No	B Quality of your performance Poor	B Fair	B Good	C Quality of your staff's performance? Poor	C Fair	C Good
Hire or supervise support staff	1	2	1	2	3	1	2	3
Maintain records. conduct correspondence	1	2	1	2	3	1	2	3
Prepare municipal position on appeals	1	2	1	2	3	1	2	3
Present municipal position before APB	1	2	1	2	3	1	2	3
Prepare/assist in preparing utility and transportation documents	1	2	1	2	3	1	2	3
Areas:								
Transportation planning	1	2	1	2	3	1	2	3
Natural resources management	1	2	1	2	3	1	2	3
Recreation planning	1	2	1	2	3	1	2	3
Agricultural land use development	1	2	1	2	3	1	2	3
Residential land use development	1	2	1	2	3	1	2	3
Commercial land use development	1	2	1	2	3	1	2	3
Sanitation	1	2	1	2	3	1	2	3
Housing	1	2	1	2	3	1	2	3
Hazardous waste disposal	1	2	1	2	3	1	2	3
Others (please specify) _____	1	2	1	2	3	1	2	3

27. How much of your time is devoted to the planning functions listed above?

1) Hardly any
2) About 25 percent of the time
3) About 50 percent of the time
4) About 75 percent of the time
5) Almost all the time

28. If you feel further training is appropriate for yourself, in the planning area, which training method do you feel is <u>most appropriate</u> for your needs? CIRCLE ONE RESPONSE.

1) Structured, regularly scheduled courses
2) Short-term seminars or workshops
3) Individual study through information kits or manuals

29. Which regional planning commission does your municipality belong to? CIRCLE ONE RESPONSE.

Edmonton..... 01
Calgary..... 02
Battle River..... 03
Old Man River..... 04
Palliser..... 05
Mackenzie..... 06
South Peace..... 07
Red Deer..... 08
South East Alberta..... 09
Yellowhead..... 10
Do not belong to an RPC - Assisted by Provincial Government... 11

30. How much assistance do you receive from your regional planning commission? PLEASE CIRCLE ONE NUMBER.

1 2 3 4 5
Hardly any A lot

31. How would you evaluate the quality of this assistance? PLEASE CIRCLE ONE NUMBER.

1 2 3 4 5
Poor Excellent

32. Now I'd like to ask you some questions on the public's participation in the planning process. Generally speaking, could you tell me how much the public is involved in planning? Would you say the public is involved in

All stages of the planning process..... (1)

Most stages of the planning process..... (2)

A few of the stages of the planning process..... (3)

or is the public's role

Mainly to react to decisions made? ..... (4)

33. On what type of planning issue has there been the greatest amount of public participation? _____

_____

34. What means does the council use for getting or encouraging public participation in the planning process?

	YES	NO
Newspaper coverage.....	(1)	(2)
Posters.....	(1)	(2)
Radio-TV announcements.....	(1)	(2)
Announcements at council or other meetings.....	(1)	(2)
Word-of-mouth.....	(1)	(2)
Other: _____	(1)	(2)

35. I'm going to read to you some forms of public participation on planning issues. Can you tell me which of these have been utilized in your community?

	YES	NO
Lobbying by special interest groups.....	(1)	(2)
Citizen participation on advisory committees.....	(1)	(2)
Attendance at council meetings when planning issues are discussed.....	(1)	(2)
Submitting briefs.....	(1)	(2)
Participation in project implementation.....	(1)	(2)

Any other form of participation? _____

_____

36. How about more generally? Which of these forms of participation have been used in general community issues?

	YES	NO
Lobbying by special interest groups.....	(1)	(2)
Citizen participation on advisory committees.....	(1)	(2)
Attendance at council meetings by groups of citizens.....	(1)	(2)
Submittings briefs.....	(1)	(2)
Participation in project implementation.....	(1)	(2)

Any other form of participation? _____

_____

37. Now I'd like to ask a couple of questions on your relationship with the chief municipal administrator. Would you say that your relationship is

Excellent..... (1)

Good..... (2)

Fair..... (3)

or Poor..... (4)

38. In your relationship with the chief administrator, what do you see is the most difficult problem?

_____

_____

39. Finally, I'd like to ask you a few questions about yourself. Are you working as (councillor/mayor/reeve) full-time or part-time?

Full-time..... (1)

Part-time..... (2)

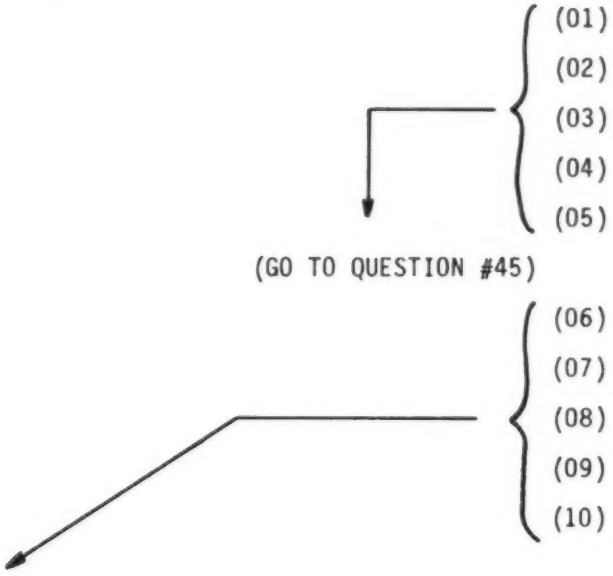
40. Do you have another job or occupation? _____

41. How long have you been in your present elected position?

_____ years

42. What year were you born? 19____

43. (SHOW EDUCATION CARD B) Could you tell me which number corresponds to the level of education you have completed?



44. What was your major field of study? _____

45. (SHOW INCOME CARD C) Please tell me the number that corresponds with your personal income for this past year from your elective position <u>before</u> taxes and deductions (including sitting on independent boards):

(01)
(02)
(03)
(04)
(05)
(06)
(07)
(08)
(09)
(10)

46. Do you speak any other language?

Yes..... (1)

No..... (2)

45. What other languages do you speak?

German..... (1)

Ukrainian..... (2)

French..... (3)

Other _____ (4)

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46. INTERVIEWER TO FILL IN:

Sex:

Male..... (1)

Female..... (2)

Thank you very much for your time. Your participation will be very helpful in the planning of municipal government education in this province. Thank you again.

STUDIES IN LOCAL GOVERNMENT
UNIVERSITY OF ALBERTA EXTENSION

August 1983

Dear Mayor/Councillor:

On behalf of the Faculty of Extension, I wish to thank you for the time you spent to be interviewed recently in connection with our Alberta Municipal Administrators' Survey (AMAS II) project.

The information you shared will be combined with those of your colleagues across the province, analyzed, and used by the Local Government Studies Program in developing future training and educational programs for local administrators, elected officals, and the general public. It will assist us in designing courses and method of instructional delivery. The findings will also be used by several Alberta post-secondary educational institutions affiliated with the Local Government Studies Program in planning their program to serve local government managers in their regions.

The study will be completed around the beginning of September, 1983. A copy of the final report's Executive Summary will be sent to you as soon as they are printed. Again, I thank you for your continued support of the Local Government Studies Program and the staff development of local government officials and managers.

Sincerely,

A. A. Einsiedel, Jr., Ph.D.
Director